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THE EXTENT TO WHICH THE UNION AT

EASTERN ILLINOIS UNIVERSITY MEETS ITS STATED OBJECTIVES

(TITLE)

BY

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**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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## PREFACE

I would like to extend my deepest appreciation to Dr. William Crane for his advice, encouragement and honest criticism of this study. Also, I would like to extend my deepest appreciation to Miss Beverly Shelton, Miss Barbara Shelton and Mr. Ronald Robinson, students of Eastern Illinois University, for their assistance in the administering of the survey. Finally, I would like to extend my appreciation to Mr. William G. Hooper, Director of the Union at Eastern Illinois University, for his advice and encouragement during the study.

In the course of the last seven years, I have been involved in the administration of the Union at Eastern Illinois University. During these past seven years, I have seen the University and its students change in many ways. Since the union exists to accommodate the students and the University family, the services and program the Union offers must be under constant re-evaluation. Because of the need for such a re-evaluation, I have selected this subject.



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## CHAPTER I

### INTRODUCTION

The College Union was originally founded as an English debating society at Cambridge University in 1815.<sup>1</sup> Since that time the college union has become an integral part of almost every major college and university campus in America.

From its inception, the college union has grown in purpose as well as in popularity. Today college unions are primarily established to provide a common life and cultivated social life for the students, faculty, and alumni of the University.<sup>2</sup> Throughout the country they are serving as an informal educational medium for supplementing the academic education of students, acting as a unifying center for relating the academic and non-academic aspects into a well-rounded education for all the students. In essence, the college union has become the "living room" of the university, converting a "house" of learning into a "home" of learning.<sup>3</sup>

#### Purpose of the Study

The purpose of this study was to determine the extent to which the Union at Eastern Illinois University is meeting the needs of the students, faculty, and administration of the University. In an attempt to minimize the stereotyped reaction, this study was given to a cross-section of the student body, faculty, and administration. From this cross-section of the University family,

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<sup>1</sup>Butts, Porter. "Planning and Organizing the College Union," Association of College Unions (January, 1965), p. 1.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 2.



this writer examined the attitudes of the students, faculty, and administration concerning the University Union. This study attempted to evaluate the degree to which the existing University Union services and program meet the stated objectives of the students, faculty, and administration of Eastern Illinois University.

### Procedures of the Study

Statements have been taken from materials printed by the Association of College Unions on the purposes of the college union<sup>4</sup> and the role of the college union.<sup>5</sup> From these statements, a form was constructed requesting from the students, faculty, and administration of Eastern Illinois University opinions on the objectives of the University Union. From this form, a set of objectives was made and put into a surveying device to measure the degree to which Eastern Illinois University's Union is meeting the objectives. The surveying device was circulated to the students, faculty, and administration of Eastern Illinois University on a larger scale. After the return of this evaluative survey, the results were tabulated and tables were constructed with explanations indicating the nature of the results.

### Background and Related Research

In his address to the Fiftieth Anniversary Conference of the Association of College Unions in 1964, the president of the Association pointed out that although there have been great advancements in the college union movement in the past years, each member must continue to re-evaluate the aims and objectives

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<sup>4</sup>Batts, Porter and Executive Committee of the Association of College Unions. "Planning and Operating College Union Buildings," Association of College Unions (January, 1965).

<sup>5</sup>Research Committee of the Association of College Unions. "College Unions . . . Fifty Facts," Association of College Unions (1962).



of college unions. He also pointed out that college unions must carry out positive programs and embark on new ones aimed at achieving acceptance and understanding.<sup>6</sup> Since the number of college unions has grown from approximately one hundred and fifty in 1950 to over eight hundred in 1964 the need for research and re-evaluation becomes more and more evident.<sup>7</sup> If the college union is to persist as a force to provide a common place for cultivated social life within the University, it must be continuously re-evaluated and examined to determine if it is fulfilling its purposes. Because of the lack of research in this very young field, the Association of College Unions in 1964 made a plea to its five hundred and fifty member colleges to pursue or initiate research in the following areas:

1. The changing role of the college union in an era of rapidly increasing enrollments, institutional change, and increasing specialization and complexity in higher education.
2. Changing student interests, values, attitudes, and living patterns with implications for planning union facilities, services, and activities.
3. Analysis of union programs and their effectiveness in any of the following areas: international relations, fine arts, interaction of social and ethnic groups, student-faculty relations, socio-political action and understanding, and students' responsibility for their own affairs.
4. Techniques of assessing the degree to which the union is meeting its stated objectives.
5. The role of the college union in the two-year college.
6. In what ways can the college union successfully serve as a unifying force on the college campus?
7. Factors that influence effective relationships between the college union and other campus organizations and sub-groups, including student government, residence halls, clubs, and greek letter organizations.

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<sup>6</sup>Association of College Unions, Report of Proceedings of the Golden Anniversary Year Conference (April, 1964), pp. 37-38.

<sup>7</sup>Briscoe, Keith G. "The Man of Many Talents," Time (February, 1964), pp. 89-90.



3. Patterns of effective working relationships between the union staff, governing board, college business offices, and dean of students.<sup>8</sup>

A limited amount of related research is available that can aid in the understanding of this study. One helpful study, however, was done by Mr. John F. Ketter, Program Director of the Ohio State University Union at Columbus, Ohio. Mr. Ketter's study was primarily based on an account of the use of Ohio State University Union facilities. To show the versatility of the Union and the extent to which the students expected a wide array of activities and service, Mr. Ketter outlined a week's activities at the Ohio State Union. The study was done to indicate that the Union was a place where the spirit and fellowship of the college or university could be united as nowhere else on campus.<sup>9</sup>

Another area of related research was printed in Higher Education and written by Phillip A. Tripp, a specialist for Student Services, United States Office of Health, Education and Welfare. Mr. Tripp's study contains the basic facts about college unions and injects the Federal Government's role in granting financial support to college unions. He makes the point early in his writings that perhaps there is a shift in the philosophy of higher education. He states, "From an almost exclusive commitment to John Cardinal Newman's view that the primary object of liberal education is simply the cultivation of the intellect as such, many institutions now take the position that they are responsible in important ways for the total personality development of their students."<sup>10</sup> He infers thereafter that if this is true, college unions are necessary and important for the full development of the student.

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<sup>8</sup>Lyons, Dr. J. W. A Letter to Graduates and Researchers (Haverford College, Haverford, Pennsylvania, 1964).

<sup>9</sup>Ketter, John F. Campus Community Centers-Recreation (Ohio State University, 1961), pp. 356+.

<sup>10</sup>Tripp, Phillip A. "The College Union: The Campus Center," Higher Education (July, 1963), pp. 14-17.





The Association of College Unions continuously encourages research in the field of college unions and publishes research articles in its monthly bulletin which is circulated to its five hundred and fifty member colleges throughout the nation.



## CHAPTER II

### RESULTS OF THE STUDY

The primary purpose of this study was to determine the extent to which the Union at Eastern Illinois University is meeting the needs of the students, faculty, and administration of the University. The following statements were adopted and printed by the Association of College Unions pertaining to the purposes and functions of college unions:

1. "The Union is the community center of the college, for all members of the college family - students, faculty, administration, alumni, and guests. It is not just a building. It is also an organization and a program. Together they represent a well-considered plan for the community life of the college."
2. "As the 'living room' or the 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom."
3. "The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees and staff, it provides a cultural, social, and recreational program aiming to make free time a cooperative factor with study in education. In all its processes it encourages self directed activity, giving maximum opportunity for self realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects."



4. "The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

From these purposes and functions, the following four questions were formed to circulate to a sampling of the students, faculty, and administration of Eastern Illinois University:

1. What should the objective of the University Union be pertaining to the use of the Union facilities by the students, faculty, administrators, townspeople, and guests?
2. What should the objective of the University Union be in providing services, conveniences, and amenities to the University family?
3. What should be the objective of the University Union in furthering the educational program of the University in such areas as citizenship, social responsibility, and leadership?
4. What should be the objective of the University Union concerning student life on campus?

The purpose in the circulation of these forms was to obtain, from the four questions, a set of objectives that could be used as the objectives of the University Union.<sup>11</sup> A total of twenty-nine forms was issued to eighteen students and eleven faculty members and administrators. The eighteen students included the presidents of fraternities, sororities, and men's and women's residence halls, plus independent students selected from a list provided by the Office of Student Personnel Services. This list was a petition presented to the Office of Student Personnel Services requesting permission to organize

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<sup>11</sup>See Appendix pp. 43-46.



an independent students' organization. The eleven faculty members and administrators were chosen at random from the larger major divisions of the University such as Student Personnel Services, Business Services, the School of Music, the School of Business, the School of Physical and Health Education, and the College of Letters and Science.<sup>12</sup>

After compiling the objectives of the University Union, as stated by the students, faculty, and administration, an evaluative device<sup>13</sup> was constructed to survey the opinions of the students, faculty, and administration, asking them to rank in the order of importance the objectives of the University Union. Those questioned were asked first to rank the objectives in the way they thought the Union was presently giving them importance; and second, they were asked to rank the objectives in the way they thought the Union should give them importance. The survey was given to 205 students chosen at random from the following locations:

1. University Union
2. Thomas Hall (Men's Residence)
3. Andrews Hall (Women's Residence)
4. Ford Hall (Women's Residence)
5. McKinney Hall (Women's Residence)
6. Weller Hall (Women's Residence)
7. Pemberton Hall (Women's Residence)
8. Lincoln Hall (Men's Residence)
9. Douglas Hall (Men's Residence)
10. Fraternity Houses
11. Sorority Houses

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<sup>12</sup>See Appendix pp. 43-46.

<sup>13</sup>See Appendix pp. 47-51.





12. Private Student Residences
13. Walt's Cafe
14. The Ko-Op Restaurant

The survey was administered by the writer and four aids instructed on the procedures of the survey. All of the student forms were completed in the presence of a survey team member.

The survey was also given to fifty-eight faculty members and administrators who were selected at random from the following locations:

1. University Union
2. Old Main (Administration Building)
3. Blair Hall (Classroom Building)
4. Fine Arts Center
5. Physical Education Building
6. Science Building
7. Textbook Library
8. Private Homes of Faculty Members and Administrators

All of these surveyed were instructed to complete the survey using only their own knowledge of the Union. A limited number were given verbal instructions to implement the instructions on the survey. This was done only when instructions were not followed or if the someone requested additional information about the instructions. No questions were answered pertaining to the subject matter during the answering process.

The results of the study are listed in two major divisions: those results pertaining to the Form Number 1, which asked for a listing of objectives and those results pertaining to the Form Number 2, which asked the surveyee to rank the objectives in order of importance.



Results of Form Number 1

Question 1: What should the objective of the University Union be pertaining to the use of the Union facilities by the students, faculty, administrators, townspeople, and guests?

Results - Students:

1. The Union should give primary consideration of its facilities to the students.
2. The Union facilities should be available to students, faculty, and administration on an equal basis.
3. The Union facilities should be primarily for the students, faculty, and administration with secondary consideration given to townspeople if they are not in use.
4. The Union facilities should only be available to those directly involved with the University.
5. The Union facilities should be available to all groups (students, faculty, administration, and townspeople.)

Results - Faculty:

1. Primary consideration for Union facilities should be given to the students, with faculty, administration, and townspeople receiving secondary consideration.
2. The Union facilities should be for the students, administration, and faculty. The townspeople and guests should be given secondary consideration.
3. Primary consideration for Union facilities should be given to the students.

Results - Administration:

1. The Union facilities should primarily be for students with faculty, administration, and townspeople being given secondary consideration.



2. The Union facilities should be for students, faculty, and official functions. Off-campus persons should be given secondary consideration.
3. The Union facilities should be for students, faculty, administration, and community.

Question 2: What should the objective of the University Union be in providing services, conveniences, and amenities to the University family?

Results - Students:

1. To provide business services and conveniences.
2. To provide the convenience and service of congregation.
3. To provide recreational facilities.
4. To provide services not otherwise provided by the University.
5. To provide as many services and conveniences as the facilities allow.
6. To provide entertainment.
7. To provide services, conveniences, and amenities based on the needs of the majority of the University family.
8. To provide relaxation.
9. To provide certain intellectual pursuits.

Results - Faculty:

1. To provide services, conveniences, and amenities decided upon by the staff hired to operate the Union.
2. To provide business services and conveniences.
3. To provide relaxation facilities.
4. To provide congregating facilities.
5. To provide those services and conveniences needed that are not provided by other university agencies.

Results - Administration:

1. To provide worthwhile services, conveniences, and amenities based on a combined student-faculty judgment.



2. To provide business services and conveniences at reasonable costs.
3. To provide the best possible services and conveniences the personnel and facilities can provide.
4. To provide an atmosphere of pleasantness and responsiveness.
5. To provide services not already available in the community.
6. To maintain a just balance between services and income conveniences.

Question 3: What should be the objective of the University Union in furthering the educational program of the University in such areas as citizenship, social responsibility, and leadership?

Results - Students:

1. To provide a student board charged with helping to further the educational process in the areas of citizenship, social responsibility, and leadership.
2. To provide cultural events to further the educational process in the area of citizenship, social responsibilities, and leadership.
3. To provide a home for organizations interested in furthering the educational process in the areas of citizenship, social responsibility, and leadership.
4. To foster interest in individuals in becoming a part of an organization where they can learn to become better citizens.
5. To provide advertising space for groups interested in furthering the educational process in the areas of citizenship, social responsibility, and leadership.
6. To stay completely away from this area of the educational process.
7. To complement the other existing areas of the University in teaching citizenship, social responsibility, and leadership.
8. To maintain standards in the students' dress, manners, and culture.
9. To provide programs directly related to citizenship, social responsibility, and leadership.

Results - Faculty:

1. To refrain from interfering in these matters altogether.
2. To provide cultural activities and programs that will lend themselves to building citizenship, social responsibility, and leadership.





3. To provide an atmosphere of participation.
4. To complement other existing areas of the University engaged in this process.

Results - Administration:

1. To provide a board of students and faculty to work in this area.
2. To provide activities designed to further the student's education in citizenship, social responsibility, and leadership.
3. To maintain standards in such areas as dress, manners, and culture.

Question 4: What should be the objectives of the University Union concerning student life on campus?

Results - Students:

1. To become the center of student life on campus.
2. To constantly improve the student's way of living.
3. To set an example for moral, respectable, and intellectual living.
4. To constantly improve the attitudes of the students.
5. To foster a respect in the student for his education and University.
6. To foster a better understanding of the entire University.
7. To help each student become an active and important part of campus life.
8. To encourage individuality and fine character in each student.
9. To foster a set of standards in manners within the student body.
10. To help build pride in the University.
11. To help foster a feeling of appreciation for the finer cultural aspects of life.
12. To encourage a feeling for participation in campus life.
13. To foster an appreciation for the academic aspects of life.

Results - Faculty:

1. To make student life better.
2. To become a center of non-academic life on campus.
3. To provide a home away from home.
4. To promote and encourage individuality and creativity.



Results - Administration:

1. To provide an opportunity for students to participate in a broad program on community living and community government.
2. To provide a center for campus living.
3. To provide opportunities for the development and promotion of a proper student life.
4. To provide a better opportunity for highly culturalized activities.
5. To promote student life to the fullest and richest extent possible.

Results of Form Number 2

This survey was given to two hundred and five students and fifty-eight faculty members and administrators of Eastern Illinois University. Of the two hundred and five students, thirty-nine were seniors, forty-four were juniors, forty-two were sophomores, sixty-eight were freshmen, and twelve were graduates.

In this section only the results will be presented. All discussion and conclusions pertaining to the results will be presented in the following chapter.

The results of the survey are presented in table form in the following manner:

Student Results Table I

Section I - Part 1 (Instructions, Objectives, Results)  
Section II - Part 1 (Instructions, Objectives, Results)  
Section III - Part 1 (Instructions, Objectives, Results)  
Section IV - Part 1 (Instructions, Objectives, Results)

Student Results Table II

Section I - Part 2 (Instructions, Objectives, Results)  
Section II - Part 2 (Instructions, Objectives, Results)  
Section III - Part 2 (Instructions, Objectives, Results)  
Section IV - Part 2 (Instructions, Objectives, Results)

Faculty and Administration Results Table I

Section I - Part 1 (Instructions, Objectives, Results)  
Section II - Part 1 (Instructions, Objectives, Results)  
Section III - Part 1 (Instructions, Objectives, Results)  
Section IV - Part 1 (Instructions, Objectives, Results)



Faculty and Administration Results Table II

Section I	- Part 2	(Instructions, Objectives, Results)
Section II	- Part 2	(Instructions, Objectives, Results)
Section III	- Part 2	(Instructions, Objectives, Results)
Section IV	- Part 2	(Instructions, Objectives, Results)

STUDENT RESULTS TABLE I

Section I - Part I

Instructions:

Rank the following statements (1 through 4) in the order in which you feel the University Union is presently offering the use of its facilities.

Objectives:

- A. The students of Eastern Illinois University are given primary consideration in the use of the University Union facilities.
- B. The students, faculty, and administration of Eastern Illinois University are given equal consideration in the use of the University Union facilities.
- C. All groups (students, faculty, administration, and towns-people) are given equal consideration in the use of the University Union facilities.
- D. The people in the community of Charleston, Illinois are given primary consideration in the use of the University Union facilities.

Results:

32 indicated 1 for statement A
61 indicated 2 for statement A
72 indicated 3 for statement A
40 indicated 4 for statement A
78 indicated 1 for statement B
79 indicated 2 for statement B
39 indicated 3 for statement B
9 indicated 4 for statement B
66 indicated 1 for statement C
53 indicated 2 for statement C
79 indicated 3 for statement C
7 indicated 4 for statement C
29 indicated 1 for statement D
12 indicated 2 for statement D
15 indicated 3 for statement D
149 indicated 4 for statement D



Section II - Part I

Instructions:

Rank the following statements (1 through 5) according to the manner in which you feel the University Union is presently giving them importance.

Objectives:

- A. The program of the University Union is planned with the most attention being given to the needs of the business services.
- B. Recreation and relaxation are given preferential priority in the University Union.
- C. The intellectual life of the student is given first choice in the University Union planning.
- D. The scheduling of meeting facilities is given first choice in the University Union planning.
- E. A program providing entertainment is the most important point in the University Union planning.

Results:

42 indicated 1 for statement A  
48 indicated 2 for statement A  
28 indicated 3 for statement A  
42 indicated 4 for statement A  
40 indicated 5 for statement A

69 indicated 1 for statement B  
43 indicated 2 for statement B  
49 indicated 3 for statement B  
28 indicated 4 for statement B  
18 indicated 5 for statement B

3 indicated 1 for statement C  
18 indicated 2 for statement C  
33 indicated 3 for statement C  
52 indicated 4 for statement C  
99 indicated 5 for statement C

71 indicated 1 for statement D  
52 indicated 2 for statement D  
42 indicated 3 for statement D  
24 indicated 4 for statement D  
16 indicated 5 for statement D

20 indicated 1 for statement E  
44 indicated 2 for statement E  
55 indicated 3 for statement E  
57 indicated 4 for statement E  
29 indicated 5 for statement E





Section III - Part I

Instructions:

Rank the following statements (1 through 5) in the order you feel the University Union presently gives them priority.

Objectives:

- A. The need for a University Union Board to provide a program within the Union is given preference by the University Union.
- B. A program of cultural and educational events is given preference in the University Union.
- C. Fostering an interest in individuals to become an active part of student organizations is given preference by the University Union.
- D. Maintaining standards of dress and behavior is given preference in the University Union.
- E. A program of activities designed to educate the students is given preference in the University Union.

Results:

117 indicated 1 for statement A  
43 indicated 2 for statement A  
20 indicated 3 for statement A  
12 indicated 4 for statement A  
13 indicated 5 for statement A

32 indicated 1 for statement B  
59 indicated 2 for statement B  
61 indicated 3 for statement B  
35 indicated 4 for statement B  
18 indicated 5 for statement B

33 indicated 1 for statement C  
41 indicated 2 for statement C  
53 indicated 3 for statement C  
45 indicated 4 for statement C  
23 indicated 5 for statement C

7 indicated 1 for statement D  
21 indicated 2 for statement D  
23 indicated 3 for statement D  
41 indicated 4 for statement D  
102 indicated 5 for statement D

12 indicated 1 for statement E  
30 indicated 2 for statement E  
58 indicated 3 for statement E  
66 indicated 4 for statement E  
39 indicated 5 for statement E



Section IV - Part I

Instructions:

Rank the following statements (1 through 4) in the order you feel the University Union ~~presently gives them importance.~~

Objectives:

- A. The University Union is the center of student social life on the campus.
- B. The University Union is fostering an understanding and respect for the University.
- C. The University Union is helping to build an appreciation for the cultural and intellectual aspects of student life.
- D. The University Union is providing an opportunity for the development of individuality and creativity.

Results:

149 indicated 1 for statement A  
20 indicated 2 for statement A  
15 indicated 3 for statement A  
21 indicated 4 for statement A

25 indicated 1 for statement B  
88 indicated 2 for statement B  
54 indicated 3 for statement B  
38 indicated 4 for statement B

17 indicated 1 for statement C  
49 indicated 2 for statement C  
70 indicated 3 for statement C  
69 indicated 4 for statement C

16 indicated 1 for statement D  
37 indicated 2 for statement D  
66 indicated 3 for statement D  
87 indicated 4 for statement D



Student Results Table II.

Section I - Part II

Instructions:

Rank the following statements (1 through 4) in the order in which you feel the University Union should offer its facilities.

Objectives:

- A. The students of Eastern Illinois University should be given primary consideration in the use of the University Union facilities.
- B. Recreation and relaxation should be given preferential priority in the University Union.
- C. The intellectual life of the student should be given first choice in the University Union planning.
- D. The scheduling of meeting facilities should be given first consideration in the University Union planning.
- E. A program providing entertainment should be the most important point in the University Union planning.

Results:

8 indicated 1 for statement A  
11 indicated 2 for statement A  
20 indicated 3 for statement A  
45 indicated 4 for statement A  
121 indicated 5 for statement A

126 indicated 1 for statement B  
47 indicated 2 for statement B  
15 indicated 3 for statement B  
13 indicated 4 for statement B  
4 indicated 5 for statement B

21 indicated 1 for statement C  
27 indicated 2 for statement C  
67 indicated 3 for statement C  
53 indicated 4 for statement C  
37 indicated 5 for statement C

12 indicated 1 for statement D  
31 indicated 2 for statement D  
54 indicated 3 for statement D  
76 indicated 4 for statement D  
32 indicated 5 for statement D

35 indicated 1 for statement E  
84 indicated 2 for statement E  
53 indicated 3 for statement E  
22 indicated 4 for statement E  
11 indicated 5 for statement E



Section III - Part II

Instructions:

Rank the following statements (1 through 5) in the order you feel the University Union should give them priority.

Objectives:

- A. The need for a University Union Board to provide a program within the Union should be given preference by the University Union.
- B. A program of cultural and educational events should be given primary concern in the University Union.
- C. Fostering an interest in individuals to become an active part of student organizations should be given preference by the University Union.
- D. Maintaining standards of dress and behavior should be given preference in the University Union.
- E. A program of activities designed to educate the students should be given preference in the University Union.

Results:

102 indicated 1 for statement A  
30 indicated 2 for statement A  
30 indicated 3 for statement A  
18 indicated 4 for statement A  
25 indicated 5 for statement A

34 indicated 1 for statement B  
55 indicated 2 for statement B  
54 indicated 3 for statement B  
18 indicated 4 for statement B  
44 indicated 5 for statement B

44 indicated 1 for statement C  
65 indicated 2 for statement C  
46 indicated 3 for statement C  
36 indicated 4 for statement C  
14 indicated 5 for statement C

5 indicated 1 for statement D  
16 indicated 2 for statement D  
30 indicated 3 for statement D  
37 indicated 4 for statement D  
117 indicated 5 for statement D

20 indicated 1 for statement E  
39 indicated 2 for statement E  
45 indicated 3 for statement E  
96 indicated 4 for statement E  
5 indicated 5 for statement E





Section IV - Part II

Instructions:

Rank the following statements (1 through 4) in the order you feel the University Union should give them importance.

Objectives:

- A. The University Union should be the center of student social life on the campus.
- B. The University Union should foster an understanding and respect for the University.
- C. The University Union should help build an appreciation for the cultural and intellectual aspects of life.
- D. The University Union should provide an opportunity for the development of individuality and creativity.

Results:

163 indicated 1 for statement A  
10 indicated 2 for statement A  
8 indicated 3 for statement A  
19 indicated 4 for statement A

16 indicated 1 for statement B  
87 indicated 2 for statement B  
63 indicated 3 for statement B  
39 indicated 4 for statement B

11 indicated 1 for statement C  
60 indicated 2 for statement C  
77 indicated 3 for statement C  
57 indicated 4 for statement C

11 indicated 1 for statement D  
48 indicated 2 for statement D  
61 indicated 3 for statement D  
85 indicated 4 for statement D



Faculty and Administration Results Table I

Section I - Part I

Instructions:

Rank the following statements (1 through 4) in the order in which you feel the University Union is presently offering the use of its facilities.

Objectives:

- A. The students of Eastern Illinois University are given primary consideration in the use of the University Union facilities.
- B. The students, faculty, and administration of Eastern Illinois University are given equal consideration in the use of the University Union facilities.
- C. All groups (students, faculty, administration, and townspeople) are given equal consideration in the use of the University Union facilities.
- D. The people in the community of Charleston, Illinois are given primary consideration in the use of the University Union facilities.

Results:

23 indicated 1 for statement A  
17 indicated 2 for statement A  
16 indicated 3 for statement A  
2 indicated 4 for statement A

19 indicated 1 for statement B  
26 indicated 2 for statement B  
12 indicated 3 for statement B  
1 indicated 4 for statement B

14 indicated 1 for statement C  
10 indicated 2 for statement C  
29 indicated 3 for statement C  
5 indicated 4 for statement C

1 indicated 1 for statement D  
6 indicated 2 for statement D  
2 indicated 3 for statement D  
49 indicated 4 for statement D

Section II - Part I

Instructions:

Rank the following statements (1 through 5) according to the manner in which you feel the University Union is presently giving them importance.



Objectives:

- A. The program of the University Union is planned with the most attention being given to the needs of the business services.
- B. Recreation and relaxation are given preferential priority in the University Union.
- C. The intellectual life of the student is given first choice in the University Union planning.
- D. The scheduling of meeting facilities is given first consideration in the University Union planning.
- E. A program providing entertainment is the most important point in the University Union planning.

Results:

20 indicated 1 for statement A  
8 indicated 2 for statement A  
8 indicated 3 for statement A  
8 indicated 4 for statement A  
14 indicated 5 for statement A

23 indicated 1 for statement B  
9 indicated 2 for statement B  
15 indicated 3 for statement B  
10 indicated 4 for statement B  
1 indicated 5 for statement B

4 indicated 1 for statement C  
2 indicated 2 for statement C  
4 indicated 3 for statement C  
13 indicated 4 for statement C  
35 indicated 5 for statement C

12 indicated 1 for statement D  
30 indicated 2 for statement D  
9 indicated 3 for statement D  
6 indicated 4 for statement D  
1 indicated 5 for statement D

0 indicated 1 for statement E  
8 indicated 2 for statement E  
21 indicated 3 for statement E  
21 indicated 4 for statement E  
7 indicated 5 for statement E

Section III - Part I

Instructions:

Rank the following statements (1 through 5) in the order you feel the University Union presently gives them priority.



Objectives:

- A. The need for a University Union Board to provide a program within the Union is given preference by the University Union.
- B. A program of cultural and educational events is given preference in the University Union.
- C. Fostering an interest in individuals to become an active part of student organizations is given preference by the University Union.
- D. Maintaining standards of dress and behavior is given preference in the University Union.
- E. A program of activities designed to educate the students is given preference in the University Union.

Results:

37 indicated 1 for statement A  
6 indicated 2 for statement A  
8 indicated 3 for statement A  
2 indicated 4 for statement A  
5 indicated 5 for statement A

6 indicated 1 for statement B  
16 indicated 2 for statement B  
21 indicated 3 for statement B  
6 indicated 4 for statement B  
9 indicated 5 for statement B

11 indicated 1 for statement C  
18 indicated 2 for statement C  
17 indicated 3 for statement C  
5 indicated 4 for statement C  
7 indicated 5 for statement C

2 indicated 1 for statement D  
7 indicated 2 for statement D  
4 indicated 3 for statement D  
20 indicated 4 for statement D  
25 indicated 5 for statement D

2 indicated 1 for statement E  
5 indicated 2 for statement E  
14 indicated 3 for statement E  
25 indicated 4 for statement E  
12 indicated 5 for statement E

Section IV - Part I

Instructions:

Rank the following statements (1 through 4) in the order you feel the University Union presently gives them importance.





Objectives:

- A. The University Union is the center of student social life on the campus.
- B. The University Union is fostering an understanding and respect for the University.
- C. The University Union is helping to build an appreciation for the cultural and intellectual aspects of student life.
- D. The University Union is providing an opportunity for the development of individuality and creativity.

Results:

48 indicated 1 for statement A  
4 indicated 2 for statement A  
4 indicated 3 for statement A  
2 indicated 4 for statement A

5 indicated 1 for statement B  
15 indicated 2 for statement B  
17 indicated 3 for statement B  
21 indicated 4 for statement B

4 indicated 1 for statement C  
22 indicated 2 for statement C  
18 indicated 3 for statement C  
14 indicated 4 for statement C

1 indicated 1 for statement D  
17 indicated 2 for statement D  
19 indicated 3 for statement D  
21 indicated 4 for statement D

Faculty and Administration Results Table II.

Section I - Part II

Instructions:

Rank the following statements (1 through 4) in the order in which you feel the University Union should offer its facilities.

Objectives:

- A. The students of Eastern Illinois University should be given primary consideration in the use of the University Union facilities.
- B. The students, faculty, and administration of Eastern Illinois University should be given equal consideration in the use of the University Union facilities.
- C. All groups (students, faculty, administration, and townspeople) should be given equal consideration in the use of the University Union facilities.



- D. The people in the community of Charleston, Illinois should be given primary consideration in the use of the University Union facilities.

Results:

31 indicated 1 for statement A  
20 indicated 2 for statement A  
6 indicated 3 for statement A  
1 indicated 4 for statement A

23 indicated 1 for statement B  
31 indicated 2 for statement B  
4 indicated 3 for statement B  
0 indicated 4 for statement B

2 indicated 1 for statement C  
8 indicated 2 for statement C  
44 indicated 3 for statement C  
4 indicated 4 for statement C

1 indicated 1 for statement D  
0 indicated 2 for statement D  
2 indicated 3 for statement D  
55 indicated 4 for statement D

Section II - Part II

Instructions:

Rank the following statements (1 through 5) according to the manner in which you feel the University Union should give the importance.

Objectives:

- A. The program of the University Union should be planned with the most attention being given to the needs of the business services.
- B. Recreation and relaxation should be given preferential priority in the University Union.
- C. The intellectual life of the student should be given first choice in the University Union planning.
- D. The scheduling of meeting facilities should be given first consideration in the University Union planning.
- E. A program providing entertainment should be the most important point in the University Union planning.

Results:

5 indicated 1 for statement A  
1 indicated 2 for statement A  
8 indicated 3 for statement A



10 indicated 4 for statement A  
34 indicated 5 for statement A

35 indicated 1 for statement B  
14 indicated 2 for statement B  
6 indicated 3 for statement B  
1 indicated 4 for statement B  
2 indicated 5 for statement B

9 indicated 1 for statement C  
20 indicated 2 for statement C  
8 indicated 3 for statement C  
9 indicated 4 for statement C  
12 indicated 5 for statement C

5 indicated 1 for statement D  
15 indicated 2 for statement D  
19 indicated 3 for statement D  
16 indicated 4 for statement D  
3 indicated 5 for statement D

4 indicated 1 for statement E  
8 indicated 2 for statement E  
17 indicated 3 for statement E  
22 indicated 4 for statement E  
7 indicated 5 for statement E

Section III - Part II

Instructions:

Rank the following statements (1 through 5) in the order you feel the University Union should give them priority.

Objectives:

- A. The need for a University Union Board to provide a program within the Union should be given preference by the University Union.
- B. A program of cultural and educational events should be given primary concern in the University Union.
- C. Fostering an interest in individuals to become an active part of student organizations should be given preference by the University Union.
- D. Maintaining standards of dress and behavior should be given preference in the University Union.
- E. A program of activities designed to educate the students should be given preference in the University Union.

Results:

22 indicated 1 for statement A  
17 indicated 2 for statement A



9 indicated 3 for statement A  
7 indicated 4 for statement A  
3 indicated 5 for statement A

18 indicated 1 for statement B  
22 indicated 2 for statement B  
10 indicated 3 for statement B  
4 indicated 4 for statement B  
4 indicated 5 for statement B

13 indicated 1 for statement C  
13 indicated 2 for statement C  
17 indicated 3 for statement C  
12 indicated 4 for statement C  
3 indicated 5 for statement C

0 indicated 1 for statement D  
0 indicated 2 for statement D  
11 indicated 3 for statement D  
12 indicated 4 for statement D  
35 indicated 5 for statement D

4 indicated 1 for statement E  
8 indicated 2 for statement E  
13 indicated 3 for statement E  
21 indicated 4 for statement E  
12 indicated 5 for statement E

Section IV - Part II

Instructions:

Rank the following statements (1 through 4) in the order you feel the University Union should give them importance.

Objectives:

- A. The University Union should be the center of student social life on campus.
- B. The University Union should foster an understanding and respect for the University.
- C. The University Union should help to build an appreciation for the cultural and intellectual aspects of life.
- D. The University Union should provide an opportunity for the development of individuality and creativity.

Results:

45 indicated 1 for statement A  
5 indicated 2 for statement A  
7 indicated 3 for statement A  
1 indicated 4 for statement A





4 indicated 1 for statement A  
18 indicated 2 for statement B  
11 indicated 3 for statement B  
25 indicated 4 for statement B

5 indicated 1 for statement C  
20 indicated 2 for statement C  
25 indicated 3 for statement C  
8 indicated 4 for statement C

2 indicated 1 for statement D  
15 indicated 2 for statement D  
16 indicated 3 for statement D  
25 indicated 4 for statement D



PERCENTAGE GRADE

The following chart indicates the percentage of those surveyed who ranked each objective.

Refer to pages 48 through 51 in the Appendix for objectives indicated by A, B, C, D, and E.

The numbers 1, 2, 3, 4, and 5 indicate the importance given each question.

Student Results

Section I - Part I

16% - 1A	30% - 2A	35% - 3A	20% - 4A
33% - 1B	39% - 2B	39% - 3B	4% - 4B
32% - 1C	26% - 2C	39% - 3C	3% - 4C
14% - 1D	5% - 2D	7% - 3D	73% - 4D

Section II - Part I

20% - 1A	23% - 2A	14% - 3A	20% - 4A	20% - 5A
34% - 1B	21% - 2B	24% - 3B	14% - 4B	9% - 5B
7% - 1C	9% - 2C	15% - 3C	25% - 4C	49% - 5C
35% - 1D	27% - 2D	20% - 3D	12% - 4D	8% - 5D
10% - 1E	20% - 2E	27% - 3E	29% - 4E	14% - 5E

Section III - Part I

57% - 1A	22% - 2A	9% - 3A	7% - 4A	7% - 5A
16% - 1B	30% - 2B	30% - 3B	17% - 4B	11% - 5B
16% - 1C	21% - 2C	24% - 3C	23% - 4C	12% - 5C
4% - 1D	11% - 2D	10% - 3D	20% - 4D	50% - 5D
7% - 1E	16% - 2E	27% - 3E	33% - 4E	20% - 5E

Section IV - Part I

73% - 1A	11% - 2A	7% - 3A	10% - 4A
11% - 1B	45% - 2B	26% - 3B	12% - 4B
8% - 1C	25% - 2C	35% - 3C	35% - 4C
8% - 1D	19% - 2D	32% - 3D	43% - 4D

Section I - Part II

62% - 1A	23% - 2A	11% - 3A	4% - 4A
29% - 1B	66% - 2B	6% - 3B	1% - 4B
5% - 1C	11% - 2C	31% - 3C	2% - 4C
4% - 1D	0% - 2D	2% - 3D	93% - 4D



PERCENTAGE QUASI

The following chart indicates the percentage of those surveyed who ranked each objective.

Refer to pages 48 through 51 in the Appendix for objectives indicated by A, B, C, D, and E.

The numbers 1, 2, 3, 4, and 5 indicate the importance given each question.

Student Results

Section I - Part I

16% - 1A	39% - 2A	35% - 3A	20% - 4A
33% - 1B	39% - 2B	19% - 3B	4% - 4B
32% - 1C	26% - 2C	39% - 3C	3% - 4C
14% - 1D	5% - 2D	7% - 3D	73% - 4D

Section II - Part I

20% - 1A	23% - 2A	14% - 3A	20% - 4A	20% - 5A
34% - 1B	21% - 2B	24% - 3B	14% - 4B	9% - 5B
7% - 1C	9% - 2C	15% - 3C	25% - 4C	49% - 5C
35% - 1D	27% - 2D	20% - 3D	12% - 4D	8% - 5D
10% - 1E	20% - 2E	27% - 3E	29% - 4E	14% - 5E

Section III - Part I

57% - 1A	22% - 2A	9% - 3A	7% - 4A	7% - 5A
16% - 1B	30% - 2B	30% - 3B	17% - 4B	11% - 5B
16% - 1C	21% - 2C	24% - 3C	23% - 4C	12% - 5C
4% - 1D	11% - 2D	10% - 3D	20% - 4D	50% - 5D
7% - 1E	16% - 2E	27% - 3E	31% - 4E	20% - 5E

Section IV - Part I

73% - 1A	11% - 2A	7% - 3A	10% - 4A
11% - 1B	45% - 2B	26% - 3B	12% - 4B
8% - 1C	25% - 2C	35% - 3C	35% - 4C
8% - 1D	19% - 2D	32% - 3D	43% - 4D

Section I - Part II

62% - 1A	23% - 2A	11% - 3A	4% - 4A
29% - 1B	66% - 2B	6% - 3B	1% - 4B
5% - 1C	11% - 2C	81% - 3C	2% - 4C
4% - 1D	0% - 2D	2% - 3D	93% - 4D



Section II - Part II

4% - 1A	6% - 2A	10% - 3A	21% - 4A	59% - 5A
62% - 1B	24% - 2B	7% - 3B	5% - 4B	2% - 5B
10% - 1C	13% - 3C	33% - 3C	26% - 4C	18% - 5C
6% - 1D	15% - 3D	25% - 3D	37% - 4D	16% - 5D
18% - 1E	42% - 2E	25% - 3E	11% - 4E	5% - 5E

Section III - Part II

50% - 1A	15% - 2A	15% - 3A	9% - 4A	12% - 5A
11% - 1B	27% - 2B	26% - 3B	9% - 4B	21% - 5B
21% - 1C	31% - 2C	22% - 3C	18% - 4C	7% - 5C
8% - 1D	8% - 2D	15% - 3D	18% - 4D	57% - 5D
10% - 1E	19% - 2E	22% - 3E	46% - 4E	3% - 5E

Section IV - Part II

8% - 1A	5% - 2A	3% - 3A	11% - 4A
8% - 1B	43% - 2B	30% - 3B	19% - 4B
1% - 1C	29% - 2C	38% - 3C	28% - 4C
5% - 1D	23% - 2D	29% - 3D	42% - 4D





Faculty and Administration Results

Section I - Part I

40% - 1A	29% - 2A	28% - 3A	4% - 4A
33% - 1B	45% - 2B	20% - 3B	7% - 4B
24% - 1C	16% - 2C	50% - 3C	9% - 4C
3% - 1D	10% - 2D	2% - 3D	85% - 4D

Section II - Part I

34% - 1A	14% - 2A	14% - 3A	12% - 4A	24% - 5A
40% - 1B	16% - 2B	26% - 3B	24% - 4B	2% - 5B
6% - 1C	3% - 2C	8% - 3C	21% - 4C	60% - 5C
20% - 1D	52% - 2D	16% - 3D	9% - 4D	2% - 5D
0% - 1E	15% - 2E	36% - 3E	34% - 4E	12% - 5E

Section III - Part I

64% - 1A	10% - 2A	15% - 3A	3% - 4A	8% - 5A
11% - 1B	38% - 2B	25% - 3B	10% - 4B	15% - 5B
19% - 1C	31% - 2C	30% - 3C	9% - 4C	12% - 5C
3% - 1D	12% - 2D	7% - 3D	34% - 4D	42% - 5D
3% - 1E	9% - 2E	22% - 3E	44% - 4E	23% - 5E

Section IV - Part I

85% - 1A	7% - 2A	7% - 3A	3% - 4A
7% - 1B	26% - 2B	29% - 3B	36% - 4B
6% - 1C	39% - 2C	32% - 3C	25% - 4C
1% - 1D	28% - 2D	32% - 3D	36% - 4D

Section I - Part II

54% - 1A	34% - 2A	11% - 3A	2% - 4A
41% - 1B	53% - 2B	8% - 3B	0% - 4B
3% - 1C	13% - 2C	77% - 3C	7% - 4C
2% - 1D	0% - 2D	4% - 3D	91% - 4D

Section II - Part II

9% - 1A	3% - 2A	13% - 3A	17% - 4A	56% - 5A
60% - 1B	24% - 2B	10% - 3B	2% - 4B	3% - 5B
16% - 1C	34% - 2C	13% - 3C	16% - 4C	22% - 5C
9% - 1D	25% - 2D	33% - 3D	27% - 4D	6% - 5D
6% - 1E	14% - 2E	31% - 3E	38% - 4E	13% - 5E

Section III - Part II

40% - 1A	28% - 2A	15% - 3A	12% - 4A	5% - 5A
31% - 1B	40% - 2B	17% - 3B	8% - 4B	7% - 5B
22% - 1C	20% - 2C	29% - 3C	22% - 4C	5% - 5C
0% - 1D	0% - 2D	18% - 3D	22% - 4D	61% - 5D
7% - 1E	12% - 2E	21% - 3E	36% - 4E	22% - 5E



Section IV - Part II

79% - 1A	9% - 2A	11% - 3A	1% - 4A
8% - 1B	31% - 2B	19% - 3B	43% - 4B
9% - 1C	34% - 2C	43% - 3C	13% - 4C
4% - 1D	26% - 2D	27% - 3D	43% - 4D



## CHAPTER III

### CONCLUSIONS AND RECOMMENDATIONS

This chapter will consist primarily of conclusions drawn from the results of the study presented in Chapter II. The conclusions will be divided into sections and parts to correlate with the method used to report the results in Chapter II. The final portion of this chapter will consist of recommendations based on the results and conclusions of the study.

#### Conclusions

##### Section I - Part I

In this section of the survey, 38% of the students, and 33% of the faculty and administration indicated they thought the students, faculty, and administration of the University are given equal consideration in the use of the Union facilities. Even though 40% of the faculty and administration felt the students are given primary consideration, and 33% of the students felt all groups are given primary consideration it seems there is significant evidence to conclude that all agree that the students, faculty, and administration are given primary consideration in the use of the Union facilities.

##### Section II - Part I

This portion of the survey seemed to receive the largest amount of varying reaction as to which of the stated objectives receives the most attention in the Union. Of those surveyed, 20% of the students, and 34% of the faculty and administrators felt the Business Services in the Union receive the most attention. On the other hand, 34% of the students, and 40% of the faculty and administrators felt recreation and relaxation are given the most attention in the Union. However, 35% of the students, and 20% of



the faculty and administrators felt the scheduling of meeting facilities are given the most attention in the Union.

It seems reasonable to conclude, even though a slightly higher percentage of the group felt recreation and relaxation receive the most attention, that the Business Services, the scheduling of meeting facilities, and recreation and relaxation all receive primary attention in the Union planning.

### Section III - Part I

The survey indicates that 57% of the students, and 64% of the faculty and administrators felt the need for a Union Board is given preference by the Union. Therefore, it can be concluded that the Union at Eastern Illinois University probably gives importance to the need for a Union Board to provide a program within the Union.

### Section IV - Part I

The results from this portion of the survey point out that 73% of the students, and 86% of the faculty and administrators felt the Union is the center of student social life on the campus.

It can be seen that most of the students, faculty, and administrators felt the University Union is the center of student social life on the campus.

### Section I - Part II

The results here indicate that 62% of the students surveyed felt they should receive primary consideration in the use of the Union facilities, while 54% of the faculty and administrators surveyed felt they, along with the students, should be given equal consideration in the use of the Union facilities. It can be concluded that there is definite disagreement as to which of these two groups should be given primary consideration in the use of the Union facilities.





## Section II - Part II

Results indicate that 62% of the students, and 60% of the faculty and administrators surveyed felt recreation and relaxation should be given primary importance in the Union planning.

The above percentages are substantial enough to conclude that a large group of those surveyed felt the program of the University Union should be planned with the most attention being given to the need for recreation and relaxation.

## Section III - Part II

In this portion of the survey, 50% of the students, and 40% of the faculty and administrators felt the need for a Union Board should be given preference by the Union. Therefore, the assumption can be made that the need for a Union Board to provide a program within the Union should be given preference by the University Union.

There is evidence to suggest that the people surveyed generally feel the need for a Union Board to provide a program within the Union not only is given preference by the Union, but should continue to be given preference by the University Union.

## Section IV - Part II

The results here indicate that 82% of the students, and 79% of the faculty and administrators felt the Union should be the center of student social life on the campus.

It must be concluded that a majority of the groups felt the Union should be the center of student social life on the campus.

There is enough evidence to say that a majority of those surveyed felt the Union presently is and should be the center of student social life on the campus.



### GENERAL CONCLUSIONS

1. There has been significant indication that the students, faculty, and administrators surveyed feel the following objectives are presently given the most importance by the University Union:
  - A. To give equal consideration in the use of the facilities of the University Union to the students, faculty, and administration.
  - B. To give primary attention in the planning of the University Union program to the needs of the Business Services.
  - C. To give primary attention in the planning of the University Union program to recreation and relaxation.
  - D. To give primary importance to the scheduling of meeting facilities by the University Union.
  - E. To give importance to the need for a Union Board to provide a program within the Union.
  - F. To recognize the University Union as the center of student social life on the campus.
  
2. There has been sufficient indication that the students, faculty, and administrators feel the following objectives should be given the most importance by the University Union:
  - A. To give consideration to the students in the use of the University Union facilities.
  - B. To give consideration to the students, faculty, and administration in the use of the University Union facilities.
  - C. To give major importance to recreation and relaxation in the University Union.
  - D. To give major importance to the need for a Union Board to provide a program within the Union.



- E. To give importance to a program of cultural and educational events in the University Union.
  - F. To recognize the University Union as the center of student social life on the campus.
3. Apparently the students, faculty, and administrators felt the following objectives are given the least amount of importance by the University Union:
- A. Consideration of the people in the community of Charleston, Illinois, in the use of the Union facilities.
  - B. Providing for the intellectual life of the students in the University Union planning.
  - C. Maintaining standards of dress and behavior in the University Union.
  - D. Providing an opportunity for the development of individuality and creativity in the University Union.
  - E. The fostering of an understanding and respect for the University.
4. It can be concluded that the students, faculty, and administrators felt the following objectives should receive the least amount of importance by the University Union:
- A. The people of Charleston, Illinois, should be given the least amount of consideration in the use of the Union facilities.
  - B. The Business Services should receive a lesser amount of importance in the University Union.
  - C. The maintaining of standards of dress and behavior.
  - D. Providing an opportunity for the development of individuality and creativity.
5. The students, faculty, and administrators agreed that the objectives they feel should be given primary importance by the University Union are for the most part presently receiving this importance.



6. There was only one major point of disagreement in the survey. This was in Section I - Part II.

The students felt they should be given primary consideration in the use of the Union facilities. The faculty and administrators felt that the students, faculty, and administrators of the University should be given equal consideration in the use of the Union facilities.

7. It would appear from the entire survey results that the students, faculty, and administrators feel the Union at Eastern Illinois University generally meets its stated objectives.





RECOMMENDATIONS

1. It would greatly enhance the effectiveness and increase the efficiency of the Union at Eastern Illinois University if the Union would prepare a set of objectives and undertake an effort to educate the students, faculty, and administration as to the purposes and functions of a college union.
2. The Union Management should initiate a program to develop within the students a strong appreciation and respect for the University.
3. It would be beneficial to the Union's program of providing for the needs of the University to periodically survey the opinions of the students, faculty, and administration of the University and to adjust the Union's program accordingly.
4. The program of the Union could be strengthened by taking a more active role in presenting recreation activities in the Union.



APPENDIX

Form #1

TO: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

POSITION OR YEAR IN SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

RETURN AS SOON AS POSSIBLE TO:  
T. F. Mitchell  
University Union  
Eastern Illinois University  
Charleston, Illinois

I would like to request your cooperation and opinion in the following matter for the sole purpose of compiling data and information for completion of my Master's Thesis. The thesis "The Extent to Which the Union at Eastern Illinois University Meets its Stated Objectives", will be an assessment of the Union compared to the objectives stated by the students, faculty, and administrators of Eastern Illinois University. The following form is designed to formulate these objectives. Your immediate attention to and completion of this form will be appreciated. The prompt return of this form is necessary to attain a higher degree of validity for the project. Below are form statements calling for your opinion as to the objectives that should be followed in relation to the areas mentioned.

Please use the space provided below each statement to express your opinion as to the objectives you feel should be adopted by the University Union concerning each area.



1. What should the objective of the University Union be pertaining to the use of the Union facilities by the students, faculty, administrators, townspeople, and guests?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. What should the objective of the University Union be in providing services, conveniences, and amenities to the University faculty?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. What should be the objective of the University Union in furthering the educational program of the University in such areas as citizenship, social responsibility, and leadership?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
4. What should be the objective of the University Union concerning student life on the campus?



OBJECTIVES FROM FORM #1

QUESTION I

1. What should the objective of the University Union be pertaining to the use of the Union facilities by the students, faculty, administrators, townspeople, and guests?

Students

1. The Union facilities should give primary consideration of its facilities to the students.
2. The Union facilities should be available to students, faculty, and administration on an equal basis.
3. The Union facilities should be primarily for the students, faculty, and administration with secondary consideration given to townspeople if they are not in use.
4. The Union facilities should only be available to those directly involved with the University.
5. The Union facilities should be available to all groups (students, faculty, administration, and townspeople).

Faculty

1. Primary consideration for Union facilities should be given to the students, with faculty, administration, and townspeople receiving secondary consideration.
2. The Union facilities should be for the students, administration, and faculty. The townspeople and guests should be given secondary consideration.
3. Primary consideration for Union facilities should be given to the students.

Administration

1. The Union facilities should primarily be for students with faculty, administration, and townspeople being given secondary consideration.
2. The Union facilities should be for students, faculty, and official functions. Off-campus persons should be given secondary consideration.
3. The Union facilities should be for students, faculty, administration, and community.





## QUESTION II

2. What should the objective of the University Union be in providing services, conveniences, and amenities to the University family?

### Students

1. To provide business services and conveniences.
2. To provide the convenience and service of congregation.
3. To provide recreational facilities.
4. To provide services not otherwise provided by the University.
5. To provide as many services and conveniences as the facilities allow.
6. To provide entertainment.
7. To provide services, conveniences, and amenities based on the needs of the majority of the University family.
8. To provide relaxation.
9. To provide certain intellectual pursuits.

### Faculty

1. To provide services, conveniences, and amenities decided upon by the staff hired to operate the Union.
2. To provide business services and conveniences.
3. To provide relaxation facilities.
4. To provide congregating facilities.
5. To provide those services and conveniences needed that are not provided by other University agencies.

### Administration

1. To provide worthwhile services, conveniences, and amenities based on a combined student-faculty judgment.
2. To provide business services and conveniences at reasonable costs.
3. To provide the best possible services and conveniences that the personnel and facilities can provide.
4. To provide an atmosphere of pleasantness and responsiveness.
5. To provide services not already available in the community.
6. To maintain a just balance between services and income conveniences.



### QUESTION III

3. What should be the objective of the University Union in furthering the educational program of the University in such areas as citizenship, social responsibility, and leadership?

#### Students

1. To provide a student board charged with helping to further the educational process in the areas of citizenship, social responsibility, and leadership.
2. To provide cultural events to further the educational process in the areas of citizenship, social responsibilities, and leadership.
3. To provide a home for organizations interested in furthering the educational process in the areas of citizenship, social responsibility, and leadership.
4. To foster interest in individuals in becoming a part of an organization where they can learn to become better citizens.
5. To provide advertising space for groups interested in furthering the educational process in the areas of citizenship, social responsibility, and leadership.
6. To stay completely away from this area of the educational process.
7. To complement the other existing areas of the University in teaching citizenship, social responsibility, and leadership.
8. To maintain standards in the students' dress, manners, and culture.
9. To provide programs directly related to citizenship, social responsibility, and leadership.

#### Faculty

1. To refrain from interfering in the matters altogether.
2. To provide cultural activities and programs that will lend themselves to building citizenship, social responsibility, and leadership.
3. To provide an atmosphere of participation.
4. To complement other existing areas of the University engaged in this process.

#### Administration

1. To provide a board of students and faculty to work in this area.
2. To provide activities designed to further the student's education in citizenship, social responsibility, and leadership.
3. To maintain standards in such areas as dress, manners, and culture.



#### QUESTION IV

4. What should be the objective of the University Union concerning student life on the campus?

##### Students

1. To become the center of student life on campus.
2. To constantly improve the student's way of living.
3. To set an example for moral, respectable, and intellectual living.
4. To constantly improve the attitudes of the students.
5. To foster a respect in the student for his education and University.
6. To foster a better understanding of the entire University.
7. To help each student become an active and important part of campus life.
8. To encourage individuality and fine character in each student.
9. To foster a high degree of standards in manners within the student body.
10. To help build pride in the University.
11. To help foster a finer appreciation for the finer cultural aspects of life.
12. To encourage a greater degree of participation in campus life.
13. To foster an appreciation for the academic aspects of life.

##### Faculty

1. To make student life better.
2. To become a center of non-academic life on campus.
3. To provide a home away from home.
4. To promote and encourage individuality and creativity.

##### Administration

1. To provide an opportunity for students to participate in a broad program of community living and community government.
2. To provide a center for campus living.
3. To provide opportunities for the development and promotion of a proper student life.
4. To provide a better opportunity for highly culturalized activities.
5. To promote student life to the fullest and richest extent possible.



SURVEY FORM #2

AN EVALUATIVE STUDY OF EASTERN ILLINOIS UNIVERSITY'S UNION

T. F. Mitchell

THESIS: To What Extent Does the Union at Eastern Illinois University Meet Its Stated Objectives?

The following evaluative device is being circulated to a sampling of the students, faculty, and administration of Eastern Illinois University. The questions are designed to get opinions on certain activities within the University Union. From these opinions, the degree to which the Union is meeting the objectives stated by the students, faculty, and administration of Eastern Illinois University will be examined.

Name \_\_\_\_\_

Address \_\_\_\_\_

Year in school \_\_\_\_\_

Organization or position \_\_\_\_\_

Date \_\_\_\_\_





I.

Instructions: Rank the following statements (1 through 4) in the order in which you feel the University Union is presently offering the use of its facilities.

- \_\_\_\_\_ A. The students of Eastern Illinois University are given primary consideration in the use of the University Union facilities.
- \_\_\_\_\_ B. The students, faculty, and administration of Eastern Illinois University are given equal consideration in the use of the University Union facilities.
- \_\_\_\_\_ C. All groups (students, faculty, administration, and townspeople) are given equal consideration in the use of the University Union facilities.
- \_\_\_\_\_ D. The people in the community of Charleston, Illinois are given primary consideration in the use of the University Union facilities.

Instructions: Rank the following statements (1 through 4) in the order in which you feel the University Union should offer its facilities.

- \_\_\_\_\_ A. The students of Eastern Illinois University should be given primary consideration in the use of the University Union facilities.
- \_\_\_\_\_ B. The students, faculty, and administration of Eastern Illinois University should be given equal consideration in the use of the University Union facilities.
- \_\_\_\_\_ C. All groups (students, faculty, administration, and townspeople) should be given equal consideration in the use of the University Union facilities.
- \_\_\_\_\_ D. The people in the community of Charleston, Illinois should be given primary consideration in the use of the University Union facilities.



II.

Instructions: Rank the following statements (1 through 5) according to the manner in which you feel the University Union is presently giving them importance.

- \_\_\_\_\_ A. The program of the University Union is planned with the most attention being given to the needs of the business services.
- \_\_\_\_\_ B. Recreation and relaxation are given preferential priority in the University Union.
- \_\_\_\_\_ C. The intellectual life of the student is given first choice in the University Union planning.
- \_\_\_\_\_ D. The scheduling of meeting facilities is given first consideration in the University Union planning.
- \_\_\_\_\_ E. A program providing entertainment is the most important point in the University Union planning.

Instructions: Rank the following statements (1 through 5) according to the manner in which you feel the University Union should give the importance.

- \_\_\_\_\_ A. The program of the University Union should be planned with the most attention being given to the needs of the business services.
- \_\_\_\_\_ B. Recreation and relaxation should be given preferential priority in the University Union.
- \_\_\_\_\_ C. The intellectual life of the student should be given first choice in the University Union planning.
- \_\_\_\_\_ D. The scheduling of meeting facilities should be given first consideration in the University Union planning.
- \_\_\_\_\_ E. A program providing entertainment should be the most important point in the University Union planning.



III.

Instructions: Rank the following statements (1 through 5) in the order you feel the University Union presently gives them priority.

- \_\_\_\_\_ A. The need for a University Union Board to provide a program within the Union is given preference by the University Union.
- \_\_\_\_\_ B. A program of cultural and educational events is given preference in the University Union.
- \_\_\_\_\_ C. Fostering an interest in individuals to become an active part of student organizations is given preference by the University Union.
- \_\_\_\_\_ D. Maintaining standards of dress and behavior is given preference in the University Union.
- \_\_\_\_\_ E. A program of activities designed to educate the students is given preference in the University Union.

Instructions: Rank the following statements (1 through 5) in the order you feel the University Union should give them priority.

- \_\_\_\_\_ A. The need for a University Union Board to provide a program within the Union should be given preference by the University Union.
- \_\_\_\_\_ B. A program of cultural and educational events should be given primary concern in the University Union.
- \_\_\_\_\_ C. Fostering an interest in individuals to become an active part of student organizations should be given preference by the University Union.
- \_\_\_\_\_ D. Maintaining standards of dress and behavior should be given preference in the University Union.
- \_\_\_\_\_ E. A program of activities designed to educate the students should be given preference in the University Union.



IV.

Instructions: Rank the following statements (1 through 4) in the order you feel the University Union presently gives them importance.

- \_\_\_\_\_ A. The University Union is the center of student social life on the campus.
- \_\_\_\_\_ B. The University Union is fostering an understanding and respect for the University.
- \_\_\_\_\_ C. The University Union is helping to build an appreciation for the cultural and intellectual aspects of student life.
- \_\_\_\_\_ D. The University Union is providing an opportunity for the development of individuality and creativity.

Instructions: Rank the following statements (1 through 4) in the order you feel the University Union should give them importance.

- \_\_\_\_\_ A. The University Union should be the center of student social life on the campus.
- \_\_\_\_\_ B. The University Union should foster an understanding and respect for the University.
- \_\_\_\_\_ C. The University Union should help to build an appreciation for the cultural and intellectual aspects of student life.
- \_\_\_\_\_ D. The University Union should provide an opportunity for the development of individuality and creativity.





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